

Missouri Annual Performance Report (APR) Summary Special Education Part B

Annual Determinations based on 2006-07 data through 2017-18 data: Meets Requirements
Determination based on 2005-06 data: Needs Assistance

	Indicator	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19 Target	Gap from Target	Progress/Slippage
1	4-Year Adjusted Cohort Graduation Rate ¹		68.6%	72.8%	73.4%	75.3%	76.6%	77.5%	76.9%	75.8%		≥ 74.0%	✓ 1.8%	↓ -1.1%
2	Dropout Rate ¹	4.2%	4.1%	4.0%	2.9%	3.1%	2.4%	2.2%	2.2%	2.2%		≤ 4.8%	✓ 2.6%	↑ 0.0%
3B	MAP Participation	99.6%	99.3%	99.4%	99.5%	99.5%	99.9%	99.9%	99.5%	99.5%	99.5%	≥ 95.0%	✓ 4.5%	→ 0.0%
3C	MAP Proficiency English Language Arts						26.5%	29.2%	28.7%	18.6%	17.6%	≥ 20.0%	✗ -2.4%	↓ -1.0%
3C	MAP Proficiency Mathematics						17.3%	18.6%	18.2%	14.1%	14.1%	≥ 15.0%	✗ -0.9%	→ 0.0%
4A	Discipline	0.0%	0.0%	0.2%	0.4%	0.2%	0.0%	0.0%	2.9%	0.0%	5.3%	≤ 2.9%	✗ -2.4%	↓ -5.3%
4B	Discipline by Race/Ethnicity	0.0%	0.7%	1.6%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
5A	Inside Regular Education >79%	58.4%	58.6%	58.9%	58.1%	58.1%	57.7%	57.6%	57.4%	57.0%	56.8%	≥ 56.0%	✓ 0.7%	↓ -0.3%
5B	Inside Regular Education <40%	9.6%	9.3%	9.4%	9.4%	9.1%	8.9%	8.8%	8.6%	8.5%	8.3%	≤ 10.2%	✓ 1.9%	↑ 0.1%
5C	Separate Settings	3.7%	3.6%	3.6%	3.5%	3.6%	3.7%	3.6%	3.6%	3.6%	3.7%	≤ 3.7%	✓ 0.0%	↓ -0.1%
6A	ECSE Children in Regular Programs			47.2%	47.2%	47.0%	45.1%	44.2%	43.5%	43.6%	43.9%	≥ 47.3%	✗ -3.4%	↑ 0.3%
6B	ECSE Children in Special Education Programs			22.9%	22.9%	22.7%	24.2%	25.0%	24.6%	25.0%	26.1%	≤ 22.8%	✗ -3.3%	↓ -1.1%
7A	ECO Positive Social Emotional Skills: SS#1	91.9%	93.9%	93.4%	94.1%	93.8%	94.8%	95.0%	95.8%	95.7%	95.9%	≥ 93.9%	✓ 2.0%	↑ 0.2%
7A	ECO Positive Social Emotional Skills: SS#2	53.5%	51.7%	52.9%	51.3%	48.1%	46.0%	47.2%	44.8%	42.2%	42.2%	≥ 48.2%	✗ -6.0%	↑ 0.0%
7B	ECO Acquisition & Use of Knowledge & Skills: SS#1	93.5%	95.6%	94.9%	96.6%	95.5%	95.8%	96.4%	97.0%	96.2%	96.9%	≥ 95.5%	✓ 1.4%	↑ 0.7%
7B	ECO Acquisition & Use of Knowledge & Skills: SS#2	42.1%	40.8%	43.5%	43.3%	40.5%	38.0%	38.9%	38.7%	37.0%	36.4%	≥ 40.6%	✗ -4.2%	↓ -0.6%
7C	ECO Appropriate Behaviors: SS#1	91.2%	93.0%	92.5%	93.9%	93.5%	93.6%	95.2%	95.4%	95.5%	96.0%	≥ 93.5%	✓ 2.5%	↑ 0.5%
7C	ECO Appropriate Behaviors: SS#2	59.4%	57.0%	58.5%	59.5%	56.8%	54.2%	56.9%	54.3%	52.2%	51.5%	≥ 56.9%	✗ -5.4%	↓ -0.7%
8	Parent Involvement	69.3%	71.4%	77.8%	77.6%	74.5%	73.6%	75.7%	72.7%	74.4%	75.6%	≥ 70.0%	✓ 5.6%	↑ 1.2%
9	Disproportionate Representation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
10	Disproportionate Representation by Disability	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
11	Initial Evaluation Timelines	96.8%	97.8%	97.9%	97.6%	99.0%	98.0%	98.8%	99.5%	99.1%	99.0%	= 100.0%	✗ -1.0%	↓ -0.1%
12	Part C to Part B Transition Timelines	95.0%	96.6%	95.5%	93.9%	98.8%	95.5%	97.5%	98.5%	98.3%	100.0%	= 100.0%	✓ 0.0%	↑ 1.7%
13	Post-Secondary Transition Planning	91.3%	79.4%	82.3%	87.5%	88.6%	88.6%	88.3%	87.7%	94.4%	93.6%	= 100.0%	✗ -6.4%	↓ -0.8%
14A	Post-Secondary Follow-up: Statement A	23.4%	30.2%	31.6%	29.2%	29.1%	31.0%	29.6%	28.5%	25.5%	25.2%	≥ 24.4%	✓ 0.8%	↓ -0.3%
14B	Post-Secondary Follow-up: Statement B	45.9%	53.1%	54.3%	53.5%	55.6%	59.5%	60.9%	59.7%	58.3%	57.9%	≥ 46.9%	✓ 11.0%	↓ -0.3%
14C	Post-Secondary Follow-up: Statement C	50.3%	58.6%	59.7%	57.7%	60.6%	64.8%	65.9%	64.3%	62.9%	62.6%	≥ 51.3%	✓ 11.3%	↓ -0.3%
15	Resolution Settlement Agreements	55.2%	19.6%	44.1%	41.0%	37.8%	44.4%	52.9%	59.0%	21.7%	60.0%	≥ 35.3%	✓ 24.7%	↑ 38.3%
16	Mediation Agreements	90.0%	95.3%	72.0%	94.3%	90.0%	87.5%	81.0%	66.7%	81.8%	64.7%	≥ 35.3%	✓ 29.4%	↓ -17.1%

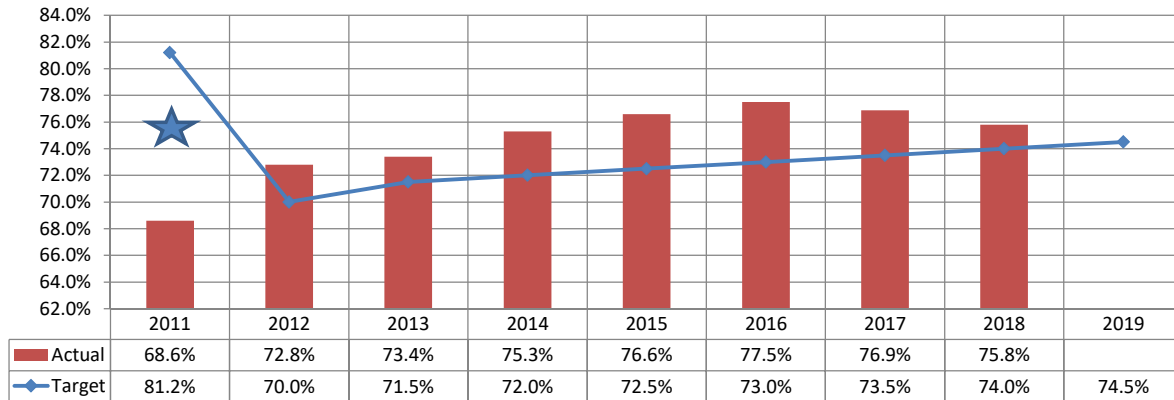
1. Data lag one year for APR

Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

SPP 1

Percent of youth with IEPs graduating from high school with a regular diploma

SPP 1: Graduation Rate for Students with Disabilities



Formula:

Four-year Adjusted Cohort Graduation Rate = Percent of students who entered 9th grade four years ago that graduated within four years. 2018 excludes G03 graduates from the numerator.

Note: Data lag a year for APR reporting

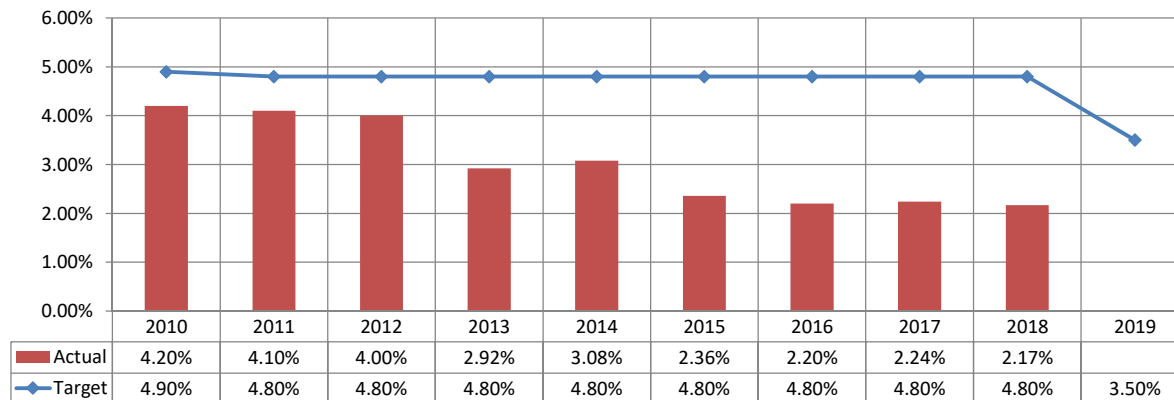
Source:
MOSIS Student Enrollment and Attendance file

GRADUATION

SPP 2

Percent of youth with IEPs dropping out of high school

SPP 2: Dropout Rate for IEP Students



Formula:

Dropout Rate of Students with Disabilities (IEP) =
Number of IEP dropouts (grades 9-12) / IEP student count (grades 9-12) x 100 where

Total Dropouts includes received certificate; reached maximum age; moved, not known to be continuing; and dropped out

Note: Data lag a year for APR reporting

Source:
MOSIS Student Enrollment and Attendance file

DROPOUTS

Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 3A

Percent of districts with a disability subgroup that meets the state's minimum "n" size that meet the state's AYP/AMO targets for the disability subgroup

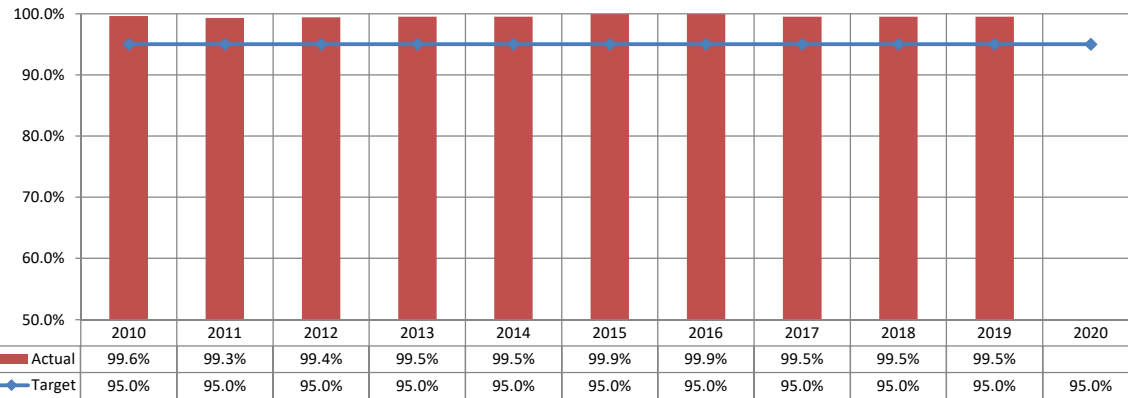
This indicator is no longer applicable.

AYP/AMO

SPP 3B

Participation rate for children with IEPs

SPP 3B MAP Participation Rate



Formula:
 Participation Rate =

$$\left(\frac{\text{Number Participating}}{\text{Number Accountable}} \right) \times 100$$

Source:
 MAP Assessment data

MAP PARTICIPATION

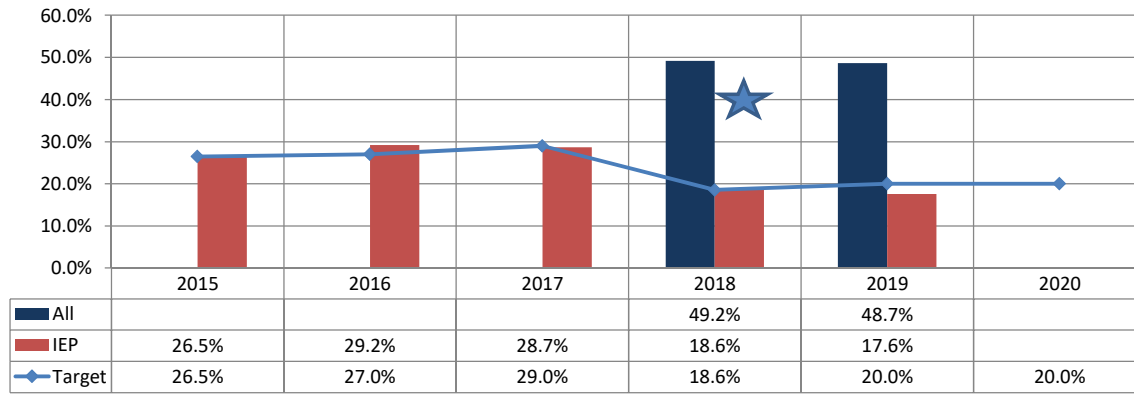
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 3C

Proficiency rate for children with IEPs against grade level and alternate academic achievement standards

SPP 3C: MAP English Language Arts - % Proficient or Advanced



Formula:

Percent Top 2 =

$(\text{Number Proficient \& Advanced} / \text{Number Reportable}) \times 100$.

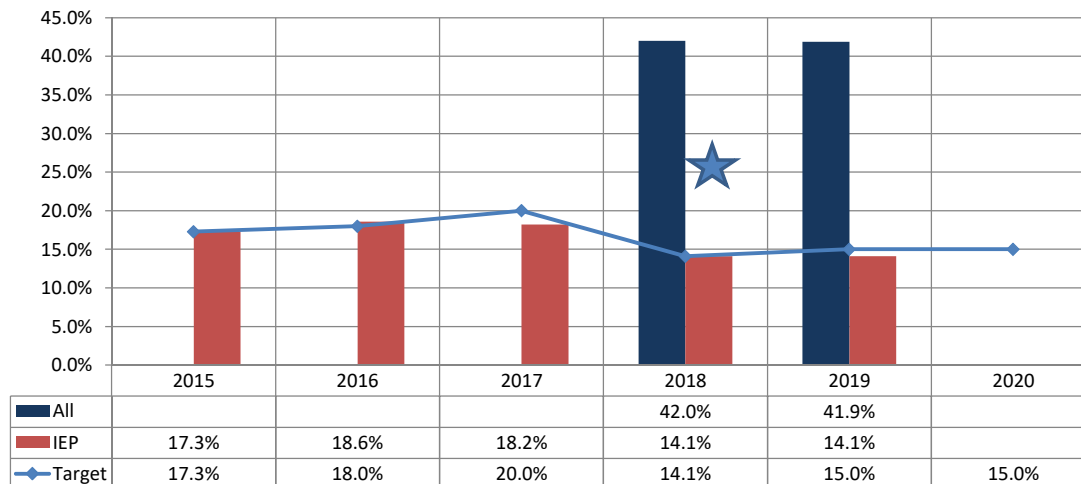
Data includes all grades assessed.

Notes:

Proficiency Rate is the percent of students scoring in Proficient and Advanced.

2017 data excludes English II and Algebra I results

SPP 3C: MAP Mathematics - % Proficient or Advanced



Source:

MAP Assessment data

MAP ACHIEVEMENT

Special Education State Performance Plan (SPP) Indicators

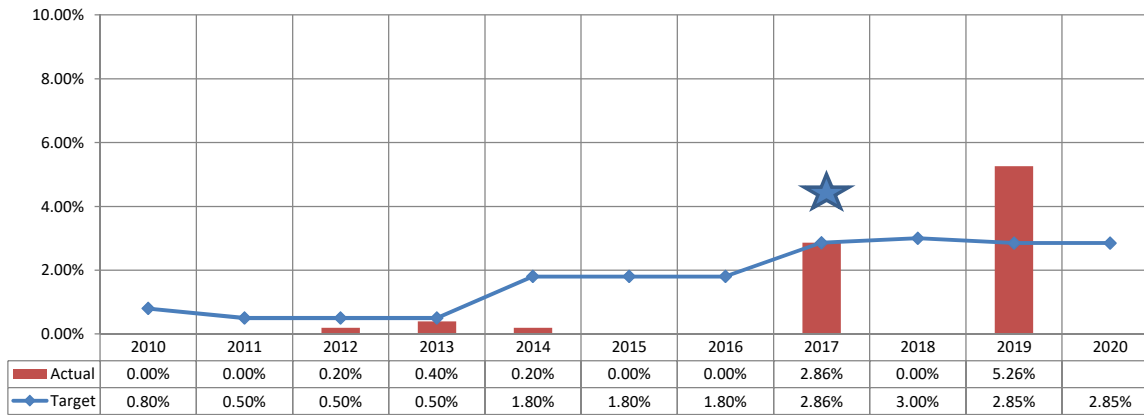
STATEWIDE PROGRESS AT A GLANCE

SPP 4A

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

DISCIPLINE

SPP 4A: Districts with Significant Discrepancies in Suspension/Expulsion Rates



Formula:

Percent =

(Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year/Number of districts in the State) x 100

Notes:

Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

2017: Denominator changed from all districts to the number of districts with minimum cell size.

Source:

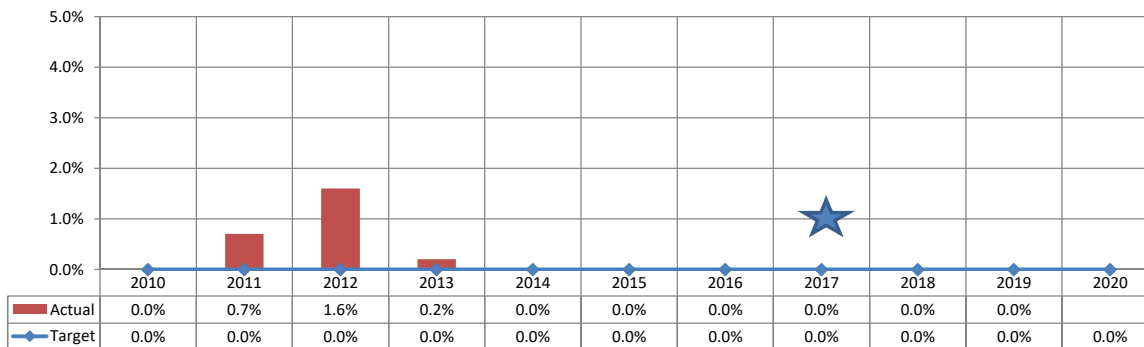
MOSIS Discipline Incident Data

SPP 4B

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

DISCIPLINE BY RACE/ETHNICITY

SPP 4B: Districts with Significant Discrepancies in Suspension/Expulsion by Race/Ethnicity with Noncompliance



Formula:

Percent =

(Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions by race ethnicity that had noncompliant policies, procedures or practices contributing to the discrepancy/Number of districts in the State) x 100

Notes:

Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students, by race/ethnicity. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

2017: Denominator changed from all districts to the number of districts with minimum cell size.

Source:

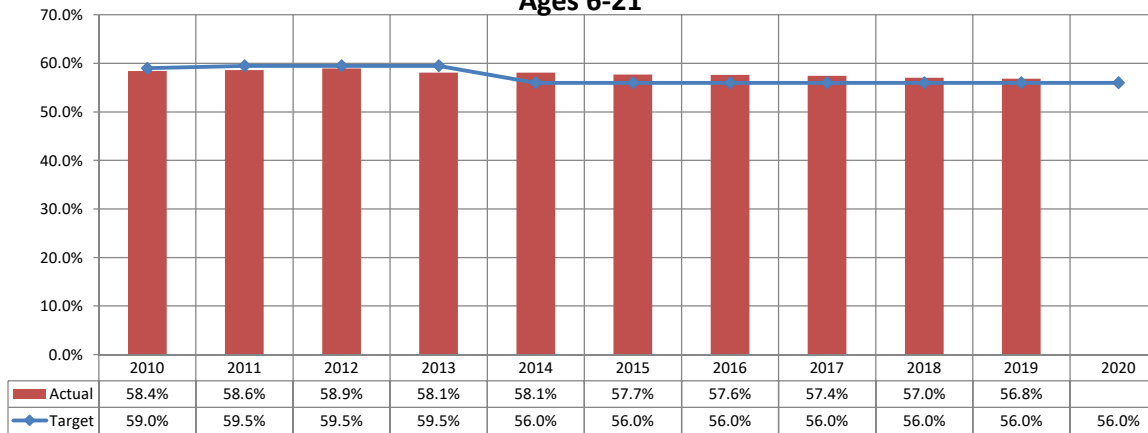
MOSIS Discipline Incident Data

Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

SPP 5A

Percent of children with IEPs ages 6 through 21 served inside the regular class greater than 79% of the day

**SPP 5A: Educational Environment - Inside Regular Class > 79%
Ages 6-21**



Formula:

Inside Regular Class >79% =
(Number Ages 6-21 Inside Regular Education >79%/Total Age 6-21 Child Count) x 100

Source:

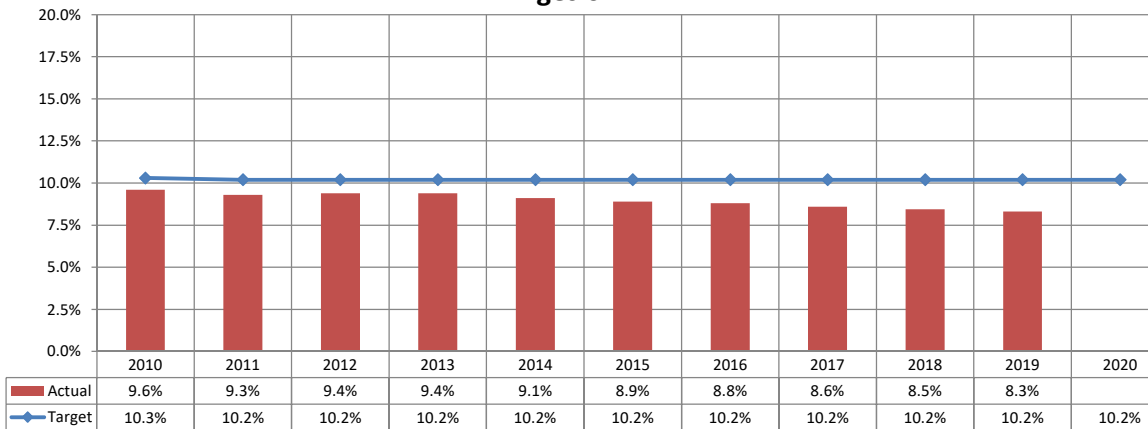
Core Data Screen 11 – Child Count via MOSIS

INSIDE REGULAR EDUCATION >79%

SPP 5B

Percent of children with IEPs ages 6 through 21 served inside the regular class less than 40% of the day

**SPP 5B: Educational Environment - Inside Regular Class < 40%
Ages 6-21**



Formula:

Inside Regular Class < 40% =
(Number Ages 6-21 Inside Regular Class <40%/Total Age 6-21 Child Count) x 100

Source:

Core Data Screen 11 – Child Count via MOSIS

INSIDE REGULAR EDUCATION <40%

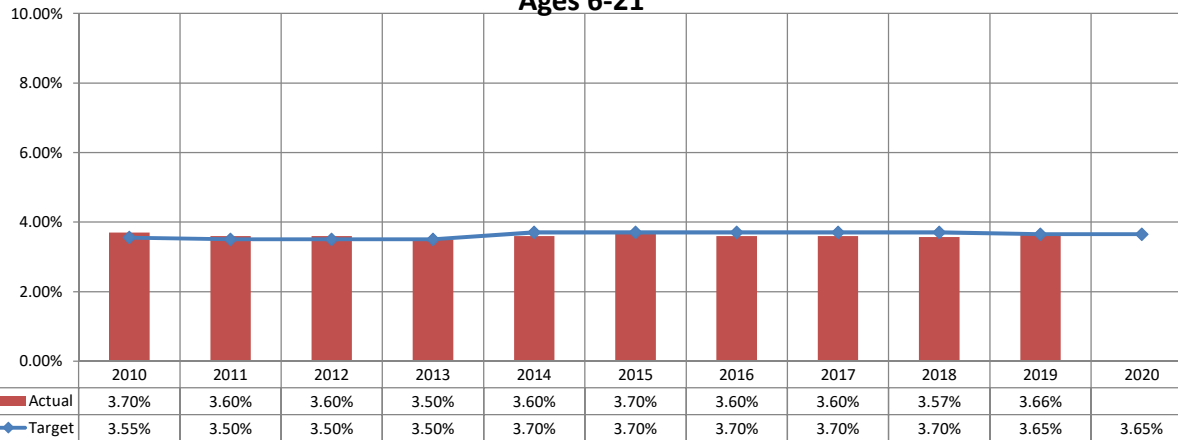
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 5C

Percent of children with IEPs ages 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements

SPP 5C: Educational Environment - Separate Settings Ages 6-21



Formula:

Separate Settings % =
(Number Ages 6-21 in Separate Settings/Total Age 6-21 Child Count) x 100

Notes:

Separate Settings include public or private separate schools, residential placements, homebound or hospital settings, and state operated programs

Source:

Core Data Screen 11 – Child Count via MOSIS

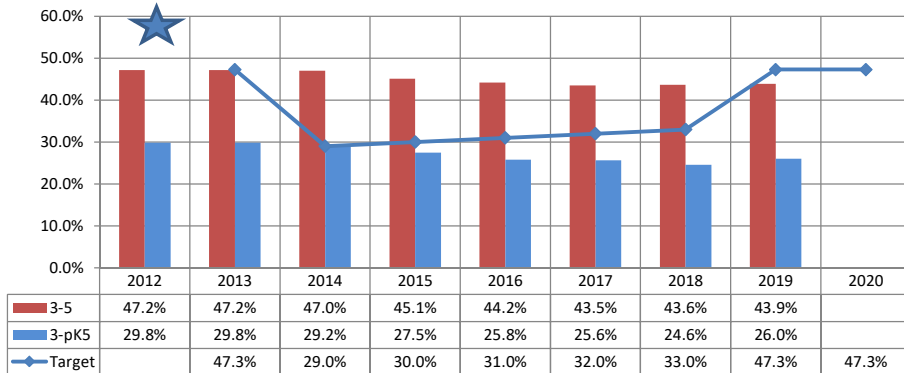
SEPARATE SETTINGS

SPP 6

Percent of children aged 3 through 5 with IEPs attending a:

A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B: Separate special education class, separate school or residential facility

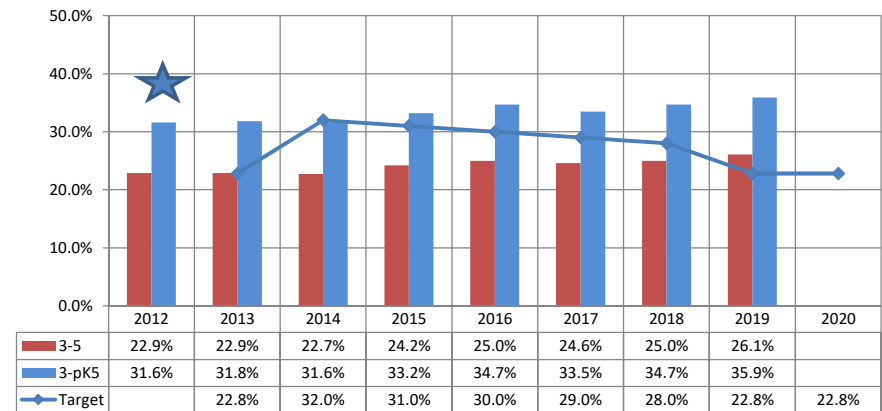
SPP 6A: ECSE with Majority of Sped Services in Regular Program



Formula:

Percent = (Number in Category/Total Age 3-5 Child Count) x 100

SPP 6B: ECSE Special Education Program



Source:

Core Data Screen 11 – Child Count via MOSIS

PRESCHOOL SETTINGS

Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 7

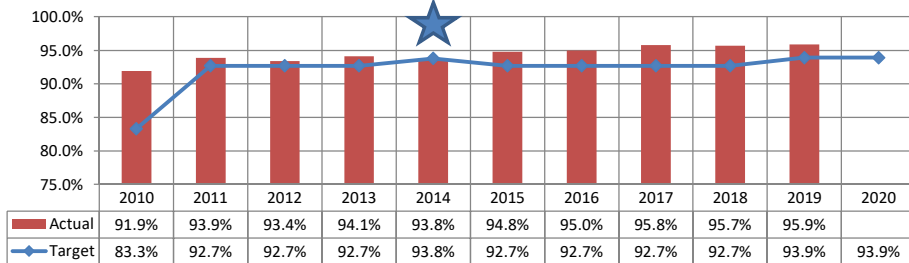
Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

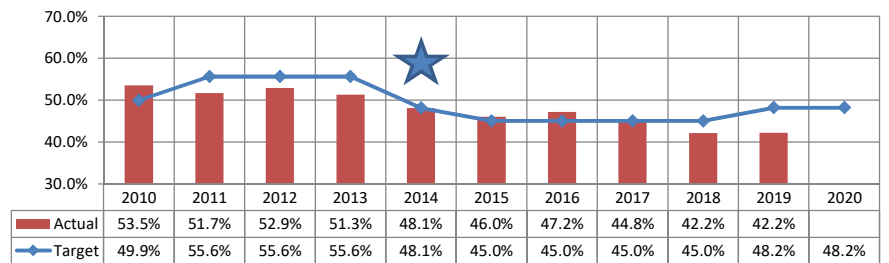
Summary Statement 1: Of those children who entered ECSE below age expectations, the percent who substantially increased their rate of growth by the time they exited ECSE.

Summary Statement 2: The percent of ECSE children who were functioning within age expectations by the time they exited ECSE.

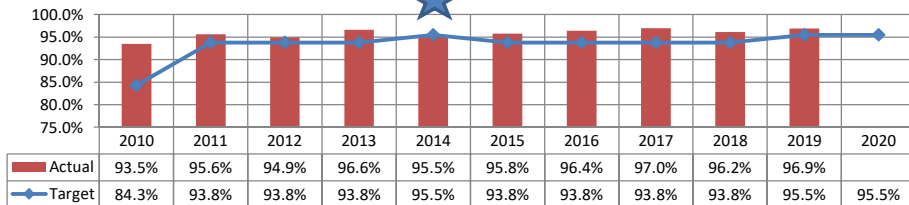
Indicator 7A: Social-Emotional Summary Statement 1 (Increased Rate of Growth)



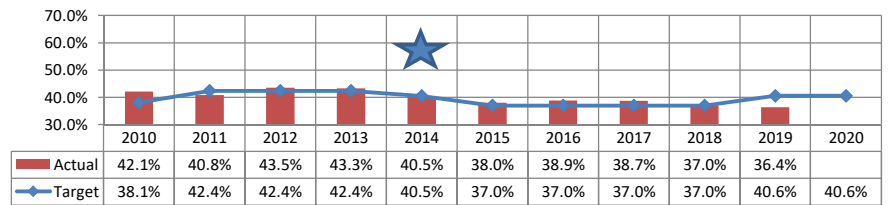
Indicator 7A: Social-Emotional Summary Statement 2 (Age Appropriate at Exit)



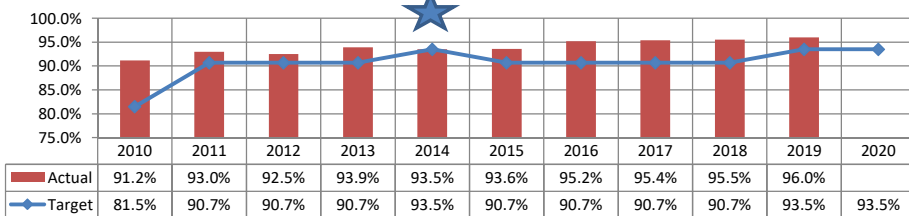
Indicator 7B: Knowledge & Skills Summary Statement 1 (Increased Rate of Growth)



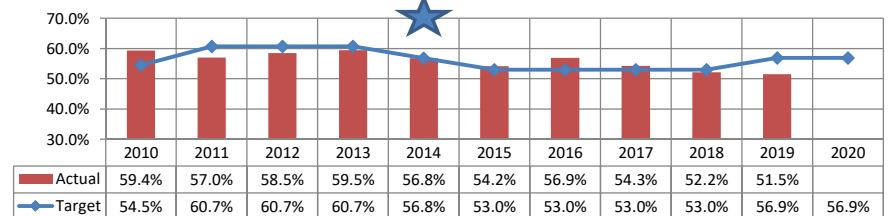
Indicator 7B: Knowledge & Skills Summary Statement 2 (Age Appropriate at Exit)



Indicator 7C: Behaviors Summary Statement 1 (Increased Rate of Growth)



Indicator 7C: Behaviors Summary Statement 2 (Age Appropriate at Exit)



Source: ECO entry and exit ratings submitted by districts via MOSIS

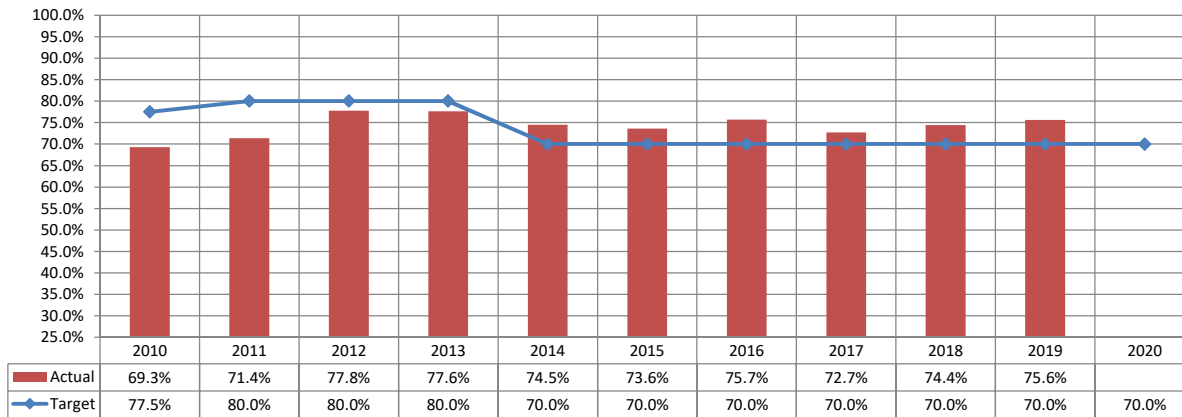
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

SPP 8: Parent Involvement



Formula:

Percent =

(Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities/total number of respondent parents of students with disabilities) x 100

Notes:

Data collected during monitoring self-assessment year

Source:

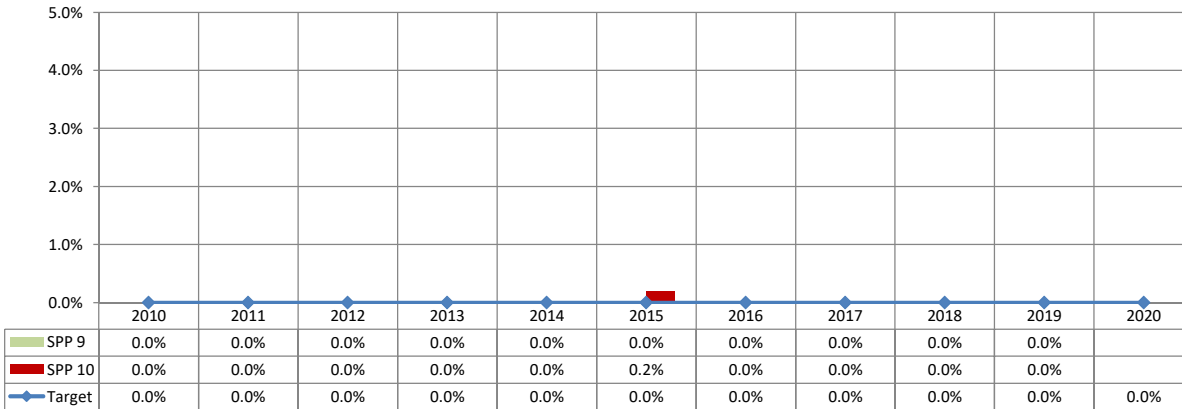
Parent Survey

PARENT INVOLVEMENT

SPP 9 & 10

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

SPP 9 & 10: Disproportionate Representation as a Result of Inappropriate Identification



Formula:

SPP 9 Percent =

(Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification/Number of districts) x 100

SPP 10 Percent =

(Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification/Number of districts) x 100

Notes:

Disproportionate representation of racial /ethnic groups determined using a risk ratio analysis. See APR for further information.

Targets are required to be 0% for these indicators

Source:

Special Education child count and district enrollment data via MOSIS

DISPROPORTIONATE REPRESENTATION

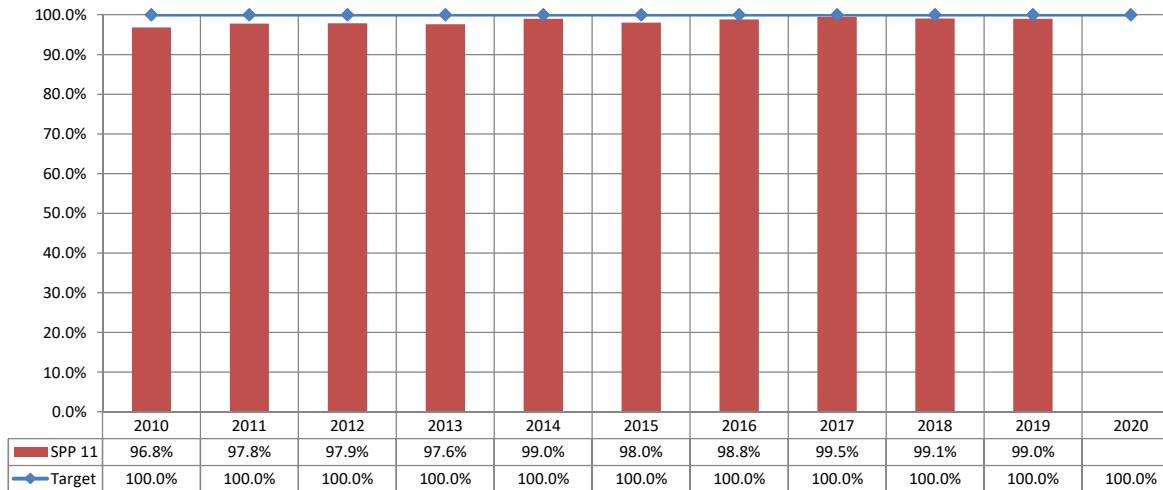
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 11

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation

SPP 11: Evaluation Timelines



Formula:

Percent =

$$\left(\frac{\text{Number of children determined not eligible whose evaluations were completed within 60 days} + \text{Number determined eligible whose evaluations were completed within 60 days}}{\text{Number of children for whom parental consent to evaluate was received}} \right) \times 100$$

Notes:

Data on evaluation timelines collected during the monitoring self-assessment process

Targets are required to be 100% for this compliance indicator

Source:

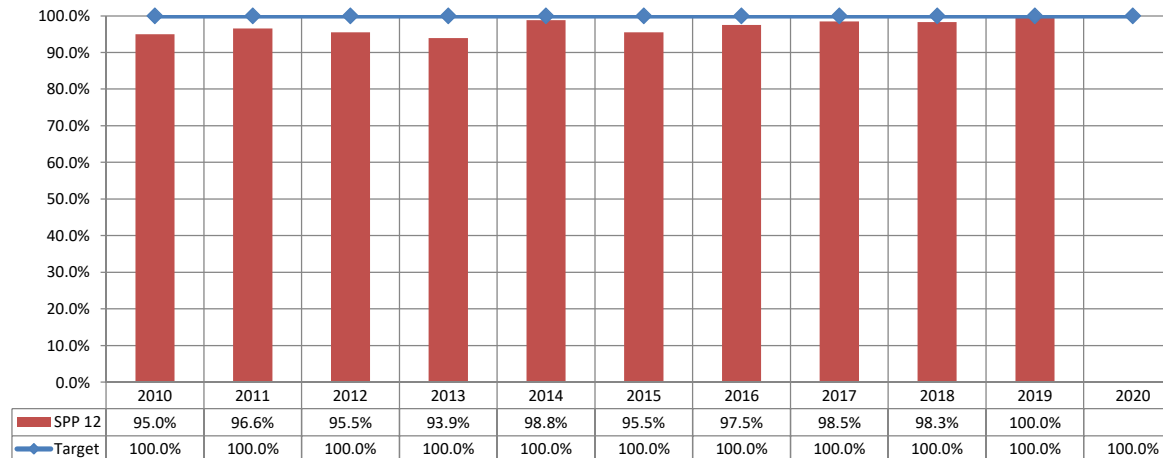
IMACS self-assessment data

EVALUATION TIMELINES

SPP 12

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

SPP 12: Part C to Part B Transition Timelines



Formula:

Percent =

$$\left(\frac{\text{Number of children found eligible who have an IEP developed and implemented by their third birthdays}}{\text{Number of children served in Part C referred and found eligible for Part B}} \right) \times 100$$

*Excludes number of children for whom parent refusal to provide consent caused delays in evaluation or initial services

Notes:

Data on Part C to B transition timelines collected during the monitoring self-assessment process

Targets are required to be 100% for this compliance indicator

Source:

IMACS self-assessment data

PART C TO PART B TRANSITION

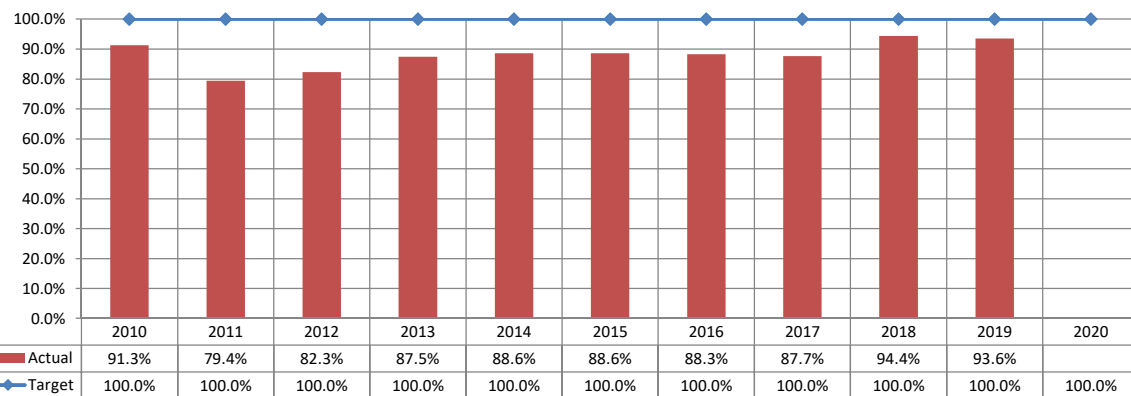
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

SPP13: Post-Secondary Transition Plans



Formula:

Percent =

(Number of youth with IEPs aged 16 and above with an IEP that meets the criteria above/Number of youth age 16 and above) x 100

Notes:

Data on transition plans collected during the monitoring self-assessment process. Transition plans are evaluated using the NSTTAC checklist.

Targets are required to be 100% for this compliance indicator

Source:

IMACS self-assessment data

TRANSITION PLANS

SPP 14

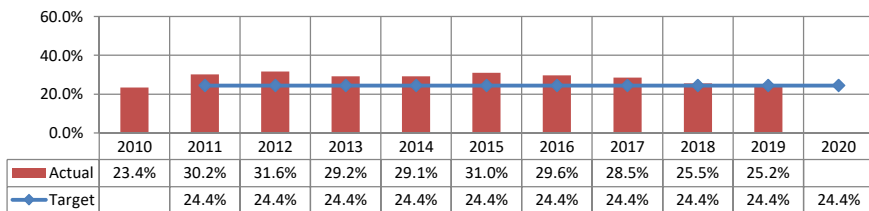
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school

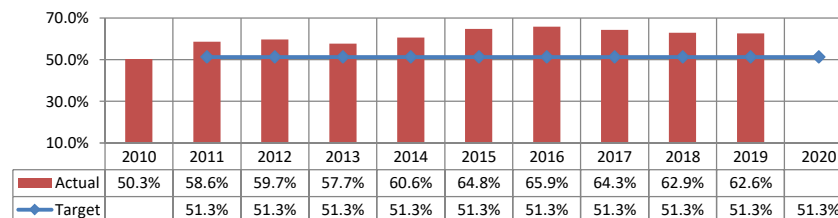
B. Enrolled in higher education or competitively employed within one year of leaving high school

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within on year of leaving high school

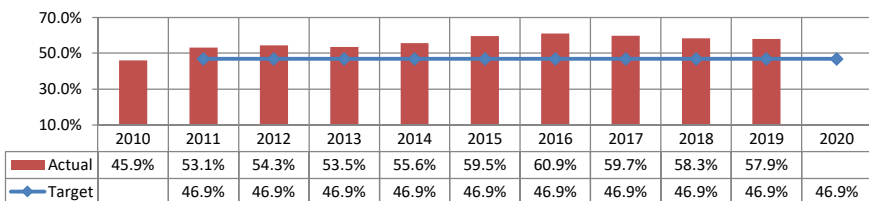
SPP 14A: Higher Education



SPP 14C: Higher Education, Other Training or Employment



SPP 14B: Higher Education or Competitive Employment



Source:

Graduate and dropout follow-up reported via MOSIS

POST-SECONDARY FOLLOW-UP

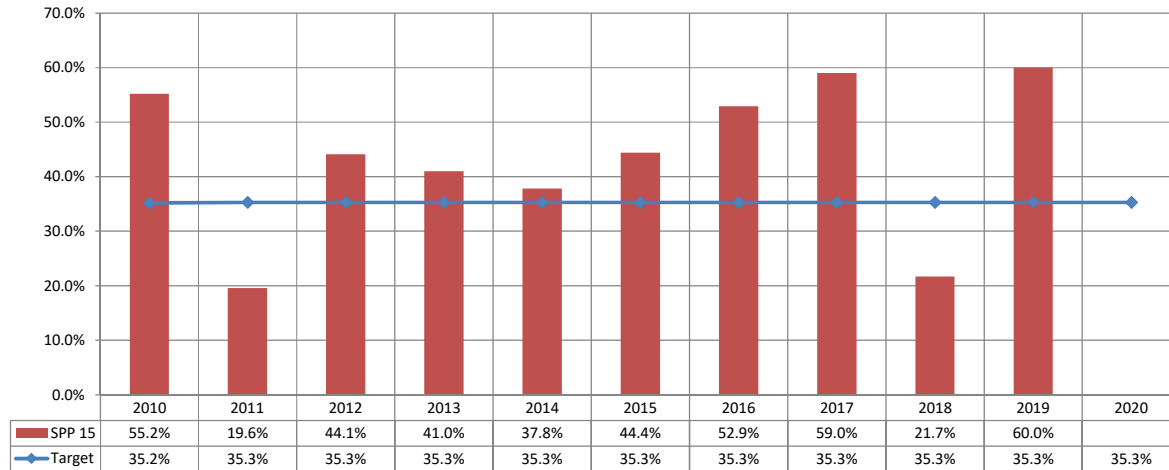
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 15

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

SPP 15: Resolution Settlement Agreements



Formula:

SPP 15 Percent =
 (Number of hearing requests resolved through resolution
 settlement agreement/Total hearing requests that went to
 resolution session) x 100

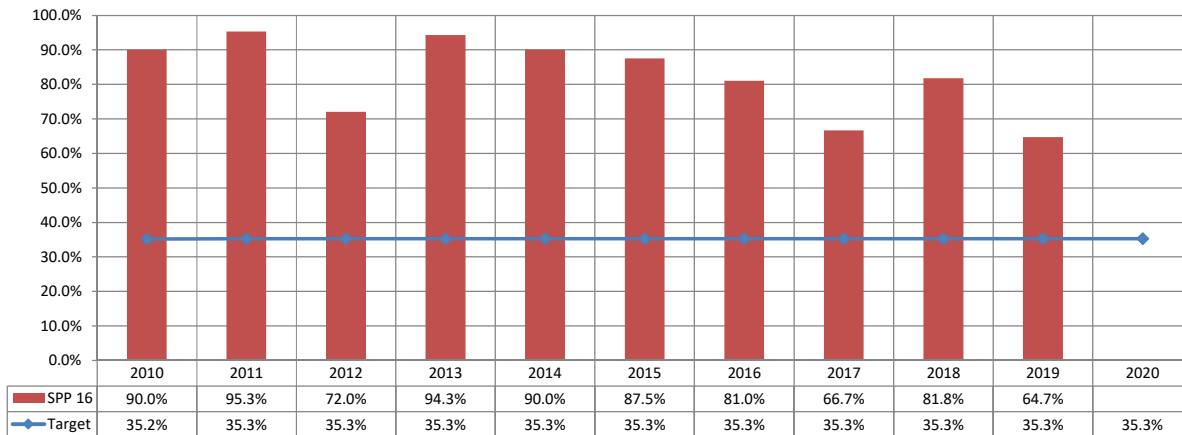
Source:
DESE database

RESOLUTION SETTLEMENT AGREEMENTS

SPP 16

Percent of mediations held that resulted in mediation agreements

SPP 16: Mediation Agreements



Formula:

SPP 16 Percent =
 (Number of mediations held that resulted in mediation
 agreements/Total number of mediations held) x 100

Source:
DESE database

MEDIATION AGREEMENTS